Michigan Teacher Leader Preparation Standards

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Standard 1: Promoting a Shared School Vision, Mission, and Goals of Learning

Standard 2: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Standard 3: Accessing and Using Research to Improve Practice, Student Learning, and Using Authentic Assessments

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Standard 1: Promoting a Shared School Vision, Mission, and Goals of Learning

The teacher leader promotes the success of every student by collaboratively participating in the implementation and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, continuous assessment of organizational effectiveness and assistance in implementing school plans to achieve school goals. The teacher leader also promotes continual and sustainable school improvement.

STANDARD ELEMENTS:

1.1 Explains connections between the school vision, mission, goals, and classroom instruction to colleagues;

1.2 Demonstrates how to link the school improvement plan to identified needs to promote continual and sustainable school improvement;

1.3 Demonstrates how to collect and use data to continually identify school goals, assess organizational effectiveness, assist with implementing plans to achieve school goals, and to develop proposals for professional learning; and

1.4 Demonstrates effective use of technology in establishing and implementing data collection, evaluating data, and improving the shared vision of learning.

Standard 2: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.

STANDARD ELEMENTS:

2.1 Demonstrates effectively leading group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;

2.2 Models the skills necessary to serve as an effective teacher leader with colleagues: listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

2.3 Provides examples of using facilitation skills to create trust among colleagues, develop collective wisdom, and build ownership and action that supports student learning;

2.4 Provides an example of experience with creating an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

2.5 Demonstrates how understanding of different backgrounds, ethnicities, cultures, and languages has been used to promote effective interactions among colleagues.

2.6 Demonstrates application of the principles and theories of effective leadership.

Standard 3: Accessing and Using Research to Improve Practice, Student Learning and Using Authentic Assessments

The teacher leader utilizes research to create new knowledge, inform policies and practices, and improve teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers' ongoing learning and development. The teacher leader is knowledgeable about current evidence-based research on classroom- and school-based data and the design and selection of appropriate formative and summative assessment methods to inform school and district improvement strategies. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students.

STANDARD ELEMENTS:

3.1 Provides example of assisting colleagues in accessing and using evidence-based research in order to select appropriate strategies to improve student learning;

3.2 Demonstrates how to use emerging technology tools to facilitate the analysis of student learning and behavioral data, fosters collaborative interpretation of results and applies findings to improve teaching and learning;

3.3 Exhibits evidence of supporting colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues;

3.4 Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning;

3.5 Acts as a leader to collaborate with colleagues to identify and use multiple assessment tools aligned to state and local standards in order to improve student achievement;

3.6 Explains how to collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;

3.7 Establishes and documents a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues;

3.8 Provides an example of supporting colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning (utilizing a systematic approach for using data);

3.9 Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture; and

3.10 Demonstrates how to engage in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.

Standard 4: Promoting Professional Learning for Continuous Improvement

The teacher leader understands the importance of the evolving nature of teaching and learning, both established and emerging technologies, the school community, and a variety of data promoting, designing, and facilitating job-embedded professional learning aligned with school improvement goals and plans.

STANDARD ELEMENTS:

4.1 Presents evidence of collaborating with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement plans;

4.2 Provides example of using adult learning theory to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

4.3 Presents evidence of facilitating professional learning among colleagues;

4.4 Uses technologies to promote collaborative and differentiated professional learning;

4.5 Demonstrates working with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

4.6 Provides evidence of advocating for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

4.7 Provides constructive feedback to colleagues and school administrators to strengthen teaching practices and improve student learning;

4.8 Serves as a resource to support colleagues who request help with strategies to continuously improve;

4.9 Demonstrates skill in using valid and reliable lesson observation protocols to create opportunities for improvement; and

4.10 Explains how to use information about emerging educational, economic, and social trends in planning and facilitating professional learning (for individuals or groups).

Standard 5: Facilitating Improvements in Instruction and Student Learning

The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice to colleagues based on student results. The teacher leader understands that a variety of roles may be needed to support colleagues as continuous learners.

STANDARD ELEMENTS:

5.1 Provides examples of supporting colleagues' individual and collective reflection and professional growth by serving in a variety of roles, such as leader, mentor, coach, and content facilitator;

5.2 Demonstrates how to serve as team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;

5.3 Evaluates effective and appropriate technologies to support teaching and learning in a school environment, appropriately navigates the universe of knowledge available on the Internet, uses social media and digital media to promote collaborative learning, and connects with people and resources around the globe;

5.4 Delineates instructional strategies that address differentiated learning, issues of diversity and equity in the classroom and appropriate grade level instruction, and ensures that individual student learning needs remain the central focus of instruction; and

5.5 Models and provides instruction on the integration of effective and appropriate technologies to improve instruction and student achievement based on the needs of diverse learners.

Standard 6: Improving Outreach and Collaboration with Families and Community

The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.

STANDARD ELEMENTS:

6.1 Provides examples of using knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;

6.2 Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

6.3 Provides examples of working with colleagues to develop culturally responsive and linguistically appropriate strategies to enrich the educational experiences of all students;

6.4 Presents evidence of a shared understanding among colleagues of the diverse educational needs of families and the community; and

6.5 Provides examples of collaborating with colleagues, families, and communities to develop comprehensive strategies to address the diverse educational needs of families and the community.

Standard 7: Advocating for Student Learning and the Profession

The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.

STANDARD ELEMENTS:

7.1 Provides examples of sharing information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning;

7.2 Provides evidence of working with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

7.3 Portrays examples of providing leadership for colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, and communicates effectively with targeted audiences such as parents and community members;

7.4 Explains how to secure additional resources within the building or district that support community and family outreach to enhance student learning; and

7.5 Demonstrates how to access professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals.